

SOCIAL SCIENCES (HISTORY AND GEOGRAPHY)
GRADES 7 - 9
TEACHER'S GUIDE (How to teach)

NOTE:

1. History and Geography must each be allocated 90 minutes per week. It is strongly suggested, that each must be broken into sessions of one half hour and an hour lesson. **Both disciplines must be taught and assessed each term.**
2. The three Learning Outcomes (with the appropriate Assessment Standards) are **always used together** throughout the teaching, learning and assessment process.
3. The knowledge focus framework (content) and the appropriate Assessment Standards (skills) must be taught and explained during lessons and **practised by the learners in their workbooks.**
4. **New concepts must be explained** to learners as they work through the knowledge focus framework for Social Sciences. Use the terminology that would be used in the assessment tasks.
5. The Social Sciences learning area is based on the **enquiry skills learning process.** The process should encourage learners **to work with evidence** and consider the logic of arguments and give them opportunities to consider their own values, opinions and judgements in relation to those of their peers.
6. The construction of knowledge and the development of interpretation skills are based on the foundation of enquiry. Teachers and learners are encouraged to **always ask questions.** The use of **Key Questions** is important to the development of critical thinking. Learners need to be encouraged to create and frame their own questions. **Encourage critical thinking** by doing the following:
 - Challenge learners to question
 - Develop the learners' questioning skills
 - Ask learners for their own understanding
 - Encourage learners to seek alternatives before deciding on an answer
 - Encourage learners to give reasons for saying or suggesting certain things
 - Ask learners to justify their choices
 - Provide opportunities for learners to classify, analyse and create
 - Engage learners in dialogue
 - Provide opportunities for focussed discussion with their peers
 - Challenge stereotypes and prejudice
7. Whenever possible **use real things** (authenticity) in the classroom: look at real objects and handle real documentary and visual sources. Find sources that appeal to the learner rather than to the teacher. For History, use items from the past and for Geography use fieldwork maps, photographs and current newspapers.
8. **Use fewer sources in greater depth.** Care needs to be taken when choosing sources to make sure that there is enough information for meaningful work. Do smaller topics in more detail. Real learning comes when learners are given the opportunity to do in-depth investigations rather than skimming over a number of topics.
9. **Learners must be able to communicate knowledge and understanding based on evidence from sources.** Therefore, in the Senior Phase, it is important not only to concentrate on source work alone, they must construct their argument/case in a clear piece of extended writing. An essay should always have a relevant introduction, a body and logical conclusion based on the given sources.

The following bullets should be added after the Assessment Programme

- All assessment tasks must be developed within the context of the learners.
- All the learning outcomes (with the appropriate assessment standards) and the content (knowledge focus framework) are assessed together.
- Instructions must be clear to the learners. All the formal assessment tasks have the same weight.
- Evidence of all the content, exercises and activities (informal assessment) must be evident in learner workbooks, before the formal assessment task for recording and reporting is done. (Look in the work schedule). A good practice to ensure that learners do their own work is to do these tasks in the class under controlled circumstances. This practice will ensure authenticity. It might also ensure that all the learners hand their tasks in.

Map work and data handling skills, together with the content, must be continuously taught and informally assessed **each term**. A formal assessment for map work and data handling takes place during the third term. Map work and data handling skills must also be assessed in the test and the exam. Consult the Social Sciences Policy document for the map work skills and concepts for each grade – note the progression.

GEOGRAPHY GRADE 7 TEACHERS GUIDE (How to teach)

History and Geography must each be allocated 2 hrs 30 min per week.

THERE ARE 8 FORMAL ASSESSMENT TASKS FOR SOCIAL SCIENCES

They are divided up during the year as follows:

Number	Term	Week	History or Geography	Task	Minimum Mark Allocation
1	1	Week 7/8	History	Source based and extended writing assignment	Source work: 35 Extended writing:15 Total: 50
2	1	Week 20	Geography	Project (research assignment or creative response)	50 marks
3	2	Week 20	History	Examination	50 marks
4	2	Week 20	Geography	Examination	50 marks
5	3	Week 25	History	Project (research assignment or creative response)	50 marks
6	3	Week 24	Geography	Map work and data handling assignment	50 marks
7	4	Week 40	History	Examination	50 marks
8	4	Week 40	Geography	Examination	50 marks

WEEK 1

Methodology

Introduction to Geography

Step 1: An Introduction of geography as a discipline of social sciences.

The teacher will lead a discussion, using relevant pictures as sources, to answer the following questions:

- What is geography? (global scale)
- How can you apply geography in real life?
- What will you learn in geography?
- Why are sources so important in geography?
- Why are newspapers, maps and atlases important in geography?
- What is an enquiry process?

Step 2: Revise the three learning outcomes in Geography

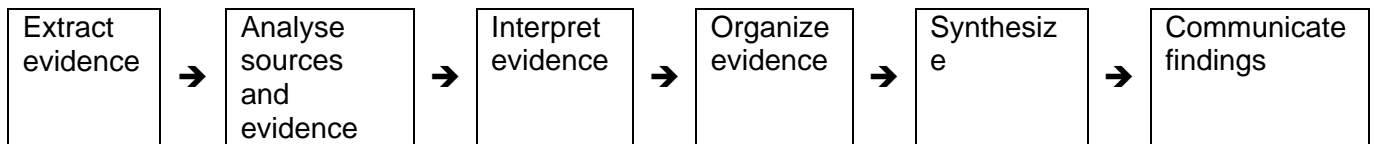
- Geographical enquiry
- Knowledge and understanding
- Exploring issues

Step 3: Revise the Geography skills

- Use enquiry skills to investigate
- Demonstrate geographical and environmental knowledge.
- Make informed decisions.

Step 4: Explain how to select relevant sources and revise the various sources available to a geographer.

- There are various types of sources, such as newspapers, maps (political, relief, topographical, sketch), atlases, graphs, statistics and audiovisual sources.
- Working with sources



Extract evidence	Select information or key words from the text to build a mind map.
Analyse sources and evidence	Distinguish, examine, compare, contrast, investigate, categorise, identify, explain, separate
Interpret evidence	Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select and translate
Organise evidence	Solve, show, use, illustrate, construct, complete, examine, classify
Synthesize	Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate
Communicate findings	Explain, express, identify, indicate, report, restate translate

Step 5: Discuss the geographical concepts:

- Issues and problems
- Cause and effect
- Change and growth

Step 6: Investigate and discuss the various careers which require geographical knowledge.

Resources: Atlases, newspapers, Internet, magazines, maps

Integration: Explain to learners how integration across all learning areas is possible.

WEEKS 2 & 3

Map Work:

Revise map work skills and introduce new map work skills.

Methodology

Step 1: Use topographic maps to introduce the following concepts: eight cardinal points, co-ordinates, grid reference, map symbols.

Step 2: Introduce topographic maps (a copy or an authentic version), and use them to identify and explain the following terminology: direction, latitude, longitude, degree measurements.

Step 3: Explain the term 'map projection'.

Step 4: Revise and explains the different types of scale: line scale, word scale, ratio scale.

Step 5: The teacher gives learners a topographic map (a copy or an authentic version) and explains once again how to measure distance on the map and how to convert it to reality.

Step 6: Informal Assessment:

Learners use a topographic map to do revision on the above map work skills.
Learners complete informal assessment in their workbooks.

Resources: Maps, atlases, globes, textbooks, magazines, videos, pictures, etc.

Integration: History, Languages, Mathematics,

WEEK 4

Natural Hazards

Context: Simple explanations of how natural hazards occur - physical processes.

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: What is the impact of natural hazards on human lives and socio-economic activities?

- Discuss the above question with the whole class.

Step 2: Teacher provides the learners with relevant sources, e.g. photos, newspaper articles, and asks questions on the topic to determine learners prior knowledge.

Step 3: Explain the following terminology by using sources: natural hazards, natural disasters, impact, human lives, socio-economic activities, physical processes, organise, interpret, climate change, measures, El Niño, global warming.

Step 4: Teacher writes the meaning of these terms on the board and allows the learners to copy the concepts in their workbooks.

Step 5: Map work: Teacher issues learners with a world map showing the main areas in the world where natural hazards may occur or have occurred.

NOTE TO THE TEACHER: Map work could consist of a number of planned or structured activities over a period of time.

Please note that the following questions are examples of how map work can be incorporated.

- Use the map key to identify the different natural hazards.
- Teacher asks learners to use the atlas to locate places that have experienced natural disasters, using latitude and longitude, e.g. volcanic eruptions.

Step 6: Ask learners to provide examples from own context (e.g. newspaper article, photos) where applicable.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

WEEK 5

Natural Hazards

Context: Simple explanations of how natural hazards occur - physical processes.

Methodology:

Step 1: Teacher provides learners with a variety of sources e.g. maps, graphs, statistics, photos, newspaper articles, on natural disasters and leads a class discussion of each kind of disaster.

Step 2: Teacher explains to learners the difference between a hazard and disaster.

Step 3: Learners discuss in groups the negative effects of natural disasters on human lives, e.g. socio economic, demographic, etc. Learners report to the class.

Step 4: Informal Assessment:

Teacher asks learners to tabulate the identified disasters in their workbooks under specific headings: e.g. (a) Disaster (b) Causes of the disaster (c) Effects of the disaster (d) Disaster management

<i>Disaster</i>	<i>Causes of the disaster</i>	<i>Effects of the disaster</i>	<i>Disaster management</i>
1.			
2.			
3.			
4.			
5.			

Step 5: Informal Assessment:

Teacher asks learners to do research on a natural disaster in their town or province:

- Where it occurred
- Why it occurred there
- How it occurred
- What the impact was
- How the impact could have been reduced

Learners present their findings to the class.

Step 6: Map work: Teacher issues maps (preferably of the local or known areas) affected by natural disasters.

Please note that the following questions are examples of how map work can be incorporated.

- Ask learners to use co-ordinates (latitude and longitude) to locate the towns affected by natural disasters.
- Ask learners to identify the direction and bearing they will need to travel from one affected town to another.
- Learners can measure the map distance between affected towns and use map scale to convert it to real distance.
- Ask learners to spatially orientate features or characteristics. Examples: near or far, high or low, small or large.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

WEEK 6**Natural Hazards**

Context: Simple explanations of how natural hazards occur - physical processes.

Methodology:

Step 1: Teacher provides learners with a variety of sources e.g. maps, graphs, statistics, photos, newspaper articles, etc. and asks the learners to identify different types of natural hazards.

Step 2: Learners use sources given to investigate the impact natural hazards can have on human lives, e.g. socio-economic, demographic, etc.

Step 4: Learners use sources to identify the challenges to society. Focus on population movement and growth.

Step 5: Teacher explains the impact of natural hazards on population movement and population growth.

- Learners copy relevant information into a workbook.

Step 6: Learners discuss the effects of climate change on natural hazards.

Step 7: Group work: Learners discuss in their groups reasons why some regions are more at risk than others. Focus on where people live.

Step 8: Discuss as a class the impact of poor environmental management on natural hazards.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

WEEKS 7 & 8**FORMAL ASSESSMENT TASK 2: Project** (Research assignment or creative response)

If the History project was a creative response, then this project for Geography must be a research assignment and vice versa.

This assessment task should be handed out 2 to 3 weeks earlier and be completed under supervision, to ensure authenticity, by the end of the term.

- The project should assess whether the learner is able to use enquiry skills to investigate the topic.
- If the learners complete a creative response project, ensure that it is a learning experience, not just a creative task.
- Give the learners guidelines – the project should include descriptors (rubric)

Research Task:

The learners should do research on one of the three types of natural disaster that you will cover of the five below.

Step 1: Give clear instructions.

Step 2: When completing a research task, learners are expected to follow the enquiry process.

- We work with sources. (evidence) (LO 1)
- Ask a key question.
- Identify information.
- Answer questions.
- Communicate the answer.

Step 3: The teacher must provide a framework for the research project.

Stipulate

- what must be covered;
- what LOs and ASs will be covered; and
- what skills, knowledge and values will be assessed.

Step 4: Discuss the project with the learners.

- What the research entails
- Issue and discuss a criterion referenced assessment tool (rubric) with the learners.

Step 5: Ensure that the task is criteria and age appropriate.

Step 6: Monitor the progress of the learners by setting deadlines for different stages of the research task.

OR

Creative Response Task:

The learners should do creative response on one of the types of natural disaster that you will cover below.

Step 1: Give clear instructions.

Step 2: These include creating models, posters, collages and role-play.

Step 3: The creative response can be incorporated with another form of assessment, e.g. source-based, research.

Step 4: Poster-making entails organizing information in a logical way on a topic.

Step 5: Discuss the project with the learners.

- Discuss what the poster, model, art work or collage entails; and
- Issue a criterion-referenced assessment tool (rubric) to the learners and discuss it.

Step 6: Ensure that the task is criteria- and age-appropriate.

WEEKS 9 – 11 (droughts / floods / earthquakes / volcanoes / tropical cyclones)

WEEKS 12 – 14 (droughts / floods / earthquakes / volcanoes / tropical cyclones)

WEEKS 15 – 17 (droughts / floods / earthquakes / volcanoes / tropical cyclones)

Teach any 3 examples of the above (globally & locally). Allow 3 weeks per hazard.

Context: **Natural Hazards (e.g. droughts, floods, earthquakes, volcanoes, tropical cyclones).**

NOTE TO THE TEACHER: This topic will continue into the following term.

Context: Simple explanations of how natural hazards occur - **Drought**

Methodology:

Step 1: Teacher use sources to introduce new terminology: drought, marginal land, measures, management, devastation, harvest, starvation.

Step 2: The teacher starts the lesson by asking the learners a key question: What is the effect of drought on human lives? What measures can be taken to deal with the effects of drought?

Discuss the above questions with the whole class.

Step 3: Informal Assessment:

Learners do research in groups on droughts, e.g.

- physical processes
- climate change
- poor environmental management

They must bring pictures, maps, and other information which can be used in a class discussion

Step 4: Learners present the information gathered to explain the causes of droughts.

Step 5: The teacher supplies a map of the world or South African and shows the names and location of areas that have suffered drought.

Map work:

Learners use grid referencing to locate places that have been affected by drought.

Step 6: Learners use sources to investigate the consequences of droughts.

Step 7: Informal Assessment:

- Learners use sources to answer questions on population density in relation to drought.
- Learners communicate their findings by writing short paragraphs.

Step 8: Group work: Learners discuss, in their groups, ways of reducing the effects of droughts. Groups report their findings to the class.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

Context: Simple explanations of how natural hazards occur - **Floods**

Methodology:

Step 1: The teacher starts the lesson by asking the learners key questions: What is the effect of floods on human lives? What measures can be taken to deal with the effects of floods? (Guide the learners with questions)

The learners discuss this in their groups and report back to the class.

Step 2: Use sources (e.g. maps, graphs, statistics, photos, newspaper articles) to lead a discussion on floods and to introduce new terminology: floods, torrent, relief, tide, tropical cyclone, alien plants, wetlands.

Step 3: The teacher shows a video or online encyclopaedia on floods. Learners use sources to organise and interpret relevant information on floods.

- Physical processes
- Climate change
- Poor environmental management

Step 4: Learners use sources to explain the causes of floods.

Step 5: Map work: Teacher provides learners with local maps.

- Learners use local maps to indicate areas prone to flooding.
- Contours – learners use slopes to indicate on a map the level areas which could be affected by floods.

Step 6: Informal Assessment: Start as a group, but let the learners copy their suggestions in their workbooks:

- Give the learners videos and pictures showing the devastating effects of floods.
- Ask learners to write a report on what we as humans can do to reduce the effects of floods and to prevent a flood developing into a major disaster.
- If possible, use examples from your own area.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures.

Integration: History, Languages, Mathematics, Natural Sciences

Context: Simple explanations of how natural hazards occur - **Earthquake**

Methodology:

Step 1: The teacher starts the lesson by asking the learners key questions: What is the effect of an earthquake on human lives? What measures can be taken to deal with the effects? (Guide the learners with questions.) The learners discuss this in their groups and report back to the class.

Step 2: Teacher use sources to explain terminology: earthquakes, epicentre, crust, tectonic plate, plate boundaries, faults, tsunamis.

Step 3: Teacher teach learners the stages in an earthquake.

Step 4: Map work: Learners use a world map to identify the major earthquake-prone areas of the world.

Please note that the following questions are examples of how map work can be incorporated.

- Ask learners to use co-ordinates (latitude and longitude) to locate the towns affected by earthquakes.
- Ask learners to identify the direction and bearing of one affected town relative to another.
- Learners can measure the map distance between affected towns and use map scale to convert to real distance.
- Ask learners to spatially orientate features or characteristics. For example: near or far, high or low, small or large.

Step 5: Informal Assessment:

Learners do research on earthquakes. Focus on:

- Physical processes
- Consequence
- How they affect population density and numbers
- How to reduce the effects of earthquakes
- Learners must communicate their findings in their work books

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

Context: Simple explanations of how natural hazards occur - **Volcanic eruption**

Methodology:

Step 1: The teacher starts the lesson by asking the learners key questions: What can be the effect of a volcanic eruption on human lives? What measures can be taken to deal with the effects of volcanic eruption? (Guide the learners with questions.)

Step 2: Teacher use sources to explain terminology: boundaries, faults, tsunamis, volcanoes, eruption, magma, lava

Step 3: Map work: Learners use a world map to identify major volcanic areas of the world.

Please note that the following questions are examples of how map work can be incorporated.

- Ask learners to use co-ordinates (latitude and longitude) to locate the towns that could be or have been affected by volcanoes.
- Ask learners to identify the direction and bearing of one volcano relative to another.
- Learners can measure the map distance between volcanoes and use map scale to convert to real distance.
- Ask learners to spatially orientate features or characteristics. For example: near or far, high or low and small or large.

Step 4: Learners use relevant sources to investigate the consequence of volcanic eruptions.

Step 5: Informal Assessment:

Learners write a paragraph on how volcanic eruptions can affect population density and numbers.

Step 6: Learners list preventative measures and effective management to reduce the effects of eruptions.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

Context: Simple explanations of how natural hazards occur - **Tropical cyclone**

Methodology:

Step 1: The teacher starts the lesson by asking the learners key questions: What is the effect of tropical cyclones on human lives? What measures can be taken to deal with the damage caused by a cyclone? (Guide the learners with questions)

Step 2: Teacher uses sources to explain the following terminology: weather conditions, tropical cyclones, storms.

Step 3: Map work: Learners use a world map to identify areas of the world affected by tropical cyclones.

The following are examples of how map work can be incorporated:

- Ask learners to use co-ordinates (latitude and longitude) to locate the towns that can be affected by tropical cyclones.
- Ask learners to identify the direction and bearing of one town relative to another.
- Learners can measure the map distance between affected towns and use map scale to convert to real distance.
- Ask learners to spatially orientate features or characteristics. For example: near or far, high or low and small or large.

Step 4: Teacher leads a class discussion on how tropical cyclones originate.

Step 5: Learners use relevant facts to do a mind map on the effects of tropical cyclones and to interpret information.

Step 6: Group work: Learner discuss in groups how tropical cyclones affect population density and numbers. Groups report their findings to the class.

Step 7: Informal Assessment:

Learners write suggestions on how to effectively deal with the damage caused by tropical cyclones.

NOTE TO THE TEACHER: Choose the three topics most relevant to the learners. Keep the location of the learners' homes in mind (e.g. areas prone to droughts or floods).

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

WEEK 18

MAP WORK

Use relevant map work to investigate consequences of natural hazards covered by learners, e.g.

- **Eight cardinal points**
- **Co-ordinates**
- **Grid reference**

WEEK 19 & 20

FORMAL ASSESSMENT TASK 4: EXAMINATION

The examination should be on the work covered during the last 10 weeks. It should count a minimum of 50 marks. Use a variety of question techniques: source-based questions, basic questions such as "What year did ...?" questions, questions highlighting similarity and difference, questions on cause and effect, and higher-order questions.

Methodology

Step 1: All 3 LOs, with the appropriate ASs, must be assessed.

Step 2: The examination must consist of the following:

- Knowledge-based questions on topics covered.
- Sources must be included in the examination, e.g. census data, newspaper and magazine articles, photographs, cartoons, maps, plans, aerial photographs.

Step 3: Remember that examinations should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered.

Step 4: Examinations should have a range of questions that assess skills and levels of cognitive understanding, and not be based on simple recall, e.g. Bloom's Taxonomy.

Step 5: Include short questions - they are good for testing terminology

- True or False questions
- Choose correct answer from those in brackets
- Matching two columns – there should always be more options than stimuli.

Step 6: Use sources to ask for longer responses that test cognitive skills, e.g. appraise, analyse, classify, compare, contrast.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)

WEEK 21 & 22

POPULATION GROWTH AND CHANGE (Please note that this is a basis for Grade 10 geography):

Context: Factors Affecting Population Growth and Change: Age and Gender Structures

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do age and gender structures affect population growth and change?
(Guide the learners with questions.)

Step 2: The teacher uses relevant information to explain the following terminology: population, population pyramid, society, statistics, age and gender, category, census, birth rate, death rate, growth and changes.

Step 3: Teacher introduces age and gender structures by using relevant sources e.g. graphs, statistics.

- Teacher explains that population structures can be used to give you information on population e.g. The age of the population, the number of male and females, the sizes of families and the life-expectancy of the people.

NOTE TO THE TEACHER: Teacher can use the following example of a group population structure:

Person's name	Male or female	Number of sisters	Number of brothers	Persons age in years and months
Kagiso	M	3	1	13 years 4 month
Susan	F	2	3	12 years 8 months

Step 4: Informal Assessment:

Learners copy the example in their work books.

- Ask learners to collect data from class.
- They use the information to draw a bar graph.

Step 5: Teacher provides learners with population pyramids. Learners answer questions on population distribution and growth.

Step 6: Learners use sources to organise information into population pyramids and interpret the information.

Step 7: Learners use information from sources to explain the factors (e.g. natural hazards) that contribute to population growth and change.

Step 8: Group work: Learners discuss possible solutions to population growth and change.

Step 9: Informal Assessment:

Map work: Teacher provides maps and graphs.

- Learners use maps and graphs to locate and investigate factors that contribute to population growth and change.

Step 10: Learners use population pyramids to compare age and gender structures.

Step 11: Informal Assessment:

Learners write a paragraph on how age and gender structures can be used to study the effect of population growth and change.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

WEEK 23 & 24

POPULATION GROWTH AND CHANGE:

Context: Factors Affecting Population Growth and Change: Life Expectancy; Fertility

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do life expectancy and fertility affect population growth and change?
(Guide the learners with questions.)

- Step 2:** Teacher use relevant sources e.g. maps, graphs, statistics, photos, newspaper articles, to explain that following terminology: life expectancy, fertility
- Step 3: Group work:** Learners use sources and discuss questions in their groups.
- Learners organise information into graphs and interpret information.
- Step 4:** Learners identify sources (maps, graphs and statistics) that illustrate life expectancy and fertility.
- Step 5:** Learners read sources, and then organise and interpret the information.
- Step 6:** Teacher leads a class discussion on how life expectancy influences societies and settlements.
- Step 7: Informal Assessment:**
Learners write a paragraph and make suggestions on how to reduce the size of a population.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures.

Integration: History, Languages, Mathematics,

WEEKS 25 & 26

FORMAL ASSESSMENT TASK 6: Map Work and Data Handling Assignment (50% of the total mark for map work and 50% for data handling)

Week 25: Focus on the map work assignment.

- Consolidate map work and use maps to practise map work skills
- Practise use of the following: latitude and longitude, direction, bearing, map scale and distance.
- The final period will focus on the map work assignment.

Week 26: Focus on the data-handling assignment.

Step 1: Give clear instructions.

Step 2: The task should provide the learners with the opportunity to demonstrate their ability to read, analyse and interpret different types of maps and to work with different kinds of data.

Step 3: Learners must also be able to make deductions in different contexts.

Step 4: Learners glean information from maps by reading map symbols, locating using latitude, longitude and map projections, and locating different countries.

Step 5: Learners use maps to develop special orientation – direction (eight cardinal points), bearing, map scale and distance, etc.

Step 6: Learners use maps to ascertain impacts in certain contexts, e.g. political, environmental, human, economic.

WEEKS 27 & 28

POPULATION GROWTH AND CHANGE:

Context: Factors Affecting Population Growth and Change: Ageing Populations; Mortality

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do ageing and mortality affect population growth and change?
(Guide the learners with questions.)

Step 2: Teacher uses relevant sources e.g. maps, graphs, statistics, photos, newspaper articles, to explain the following terminology: ageing population, mortality, death rate.

Step 3: Informal Assessment: Teacher provides relevant sources, e.g. maps, graphs, statistics, photos, newspaper articles, and asks learners to

- tabulate and interpret information,
- draw graphs, and
- analyse data.

Step 4: To answer questions, learners use graphs and statistics that illustrate ageing and mortality.

Step 5: Class debate: Teacher leads a class debate on the following statement:
“Societies and settlements are influenced by ageing and mortality.”

Step 6: Informal Assessment: Learners write suggestions how to reduce the impact of ageing and mortality on society.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

WEEKS 29 & 30

POPULATION GROWTH AND CHANGE:

Context: Factors Affecting Population Growth and Change: Population Movement (immigration, emigration)

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How does population movement affect growth and change?
(Guide the learners with questions.)

Step 2: Teacher uses relevant sources, e.g. maps, graphs, statistics, photos, newspaper articles, etc. and explains the following terminology: population movement, overcrowding, migration, immigration, emigration, regions.

Step 3: Learners use relevant sources, e.g. topographical maps, world maps, graphs, statistics, photos, newspaper articles, to mind-map information about immigration and emigration.

Step 4: Informal Assessment:

Learners use sources (topographical maps, world maps, graphs and statistics) to answer question on population movement.

Step 5: Learners illustrate this information on graphs.

Step 6: Teacher leads a discussion on how societies and settlements are influenced by population movement.

Step 7: Informal Assessment:

Learners use sources to write a paragraph on ways of reducing the impact of population movement on society.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Sciences

WEEK 31

POPULATION GROWTH AND CHANGE (continued):

Context: Processes Affecting Population Growth and Change: Disease; Poverty; HIV/AIDS.

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do disease and poverty impact on population growth and change?
(Guide the learners with questions.)

Step 2: Teacher explain terminology: disease, poverty, HIV/AIDS

Step 3: Teacher provide learners with graphs, statistics, photos, newspaper articles.

- Asks learners to tabulate causes of disease and poverty and interpret information.
- Learners use relevant sources, e.g. maps, graphs, statistics, photos, newspaper articles.

Step 4: Teacher provide learners with maps.

Ask learners to identify places that are affected by disease and poverty.

Step 5: Informal Assessment:

Example: Learners copy the following table into their work books and then tabulate information on the impact of disease and poverty on societies and settlements, and suggest possible solutions.

DISEASE & POVERTY	IMPACT	POSSIBLE SOLUTION
1.		
2.		
3.		
4.		

Step 6: Informal Assessment:

Learners use sources to suggest solutions to reduce poverty and combat disease.

Learners write answers in work books.

Resources: Maps, atlases, globes, textbooks, articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Science, LO

WEEK 32

POPULATION GROWTH AND CHANGE:

Context: Processes Affecting Population Growth and Change: Attitudes to birth and death

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do attitudes towards birth and death affect population growth and change? (Guide the learners with questions.)

Step 2: Teacher identifies relevant sources, e.g. maps, graphs, statistics, photos, newspaper articles, and explain the following terminology: attitude, birth, death, family planning, developing world, billion.

Step 3: Learners tabulate birth and death rate and interpret information.

Step 4: Learners use sources to describe the attitudes of different countries towards birth and death.

Step 5: Learners organise this information in a table and interpret this information.

Step 6: Informal Assessment:

Learners write a report on how attitudes towards birth and death can affect population growth and change.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, Natural Science, LO

WEEK 33

POPULATION GROWTH AND CHANGE:

Context: Processes Affecting Population Growth and Change: Migration to rural and urban areas

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How does migration to rural and urban affect population growth and change? (Guide the learners with questions.)

Step 2: The teacher uses relevant sources e.g. topographical maps, graphs, statistics, photos, newspaper articles, to explain the following terminology: rural, urban, migration, refugee.

Step 3: Informal Assessment:

Map work: Teacher provides learners with topographical maps.

- Teacher use topographical maps to introduce settlements (rural & urban).
- Learners use topographical maps to identify different settlements (rural & urban).
- Learners use topographical maps to identify settlement patterns (nucleated & dispersed).
- Learners use topographical maps to compare rural & urban settlements w.r.t. facilities.
- Learners use topographical maps to give reasons for migration to rural and urban areas.

Step 4: Informal Assessment:

Work with a partner to tabulate and interpret information on migration under the following headings:

- Forced migration
- Voluntary migration

Step 5: Informal Assessment:

Use case studies on migration as sources: learners complete questions based on these sources in their workbooks e.g.

- What are the causes?
- What problems do cities experience?

Step 6: Teacher leads a class debate on the challenges of migration for societies and settlements.

- Is migration good or bad?

Step 7: Informal Assessment:

Use information from sources and write an article on ways to reduce the impact of migration on population.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, LO

WEEKS 34 & 35

POPULATION GROWTH AND CHANGE (continued):

Context: Processes Affecting Population Growth and Change: Conflict and War; Genocide; Forced Migration

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do conflict and war affect population growth and change? (Guide the learners with questions.)

Step 2: Teacher uses relevant sources e.g. maps, graphs, statistics, photos, newspaper articles, to explain terminology: conflict, war, genocide, forced migration.

Step 3: Teacher uses these terms to lead a discussion on how conflict and war affect population growth and change?

Step 3: Teacher asks learners to use the Internet or library to collect examples of articles on conflict, war and genocide in history e.g. Rwanda, Germany

Step 4: Learners collect information by asking leading questions based on sources provided.

Step 5: Teacher and learners discuss the effects of conflict and war on population growth and change.

Step 6: Teacher uses sources to explain the challenges societies and settlements face with regards to conflict and war.

Step 7: Informal Assessment:

Learners write a newspaper article informing readers how governments across the world can resolve conflict and war, genocide and forced migrations and how the impact on population can be reduced.

Resources: Maps, atlases, globes, textbooks, magazines, newspaper articles, videos, pictures, etc.

Integration: History, Languages, Mathematics, LO

WEEKS 36 & 37

POPULATION GROWTH AND CHANGE (continued):

Context: Processes Affecting Population Growth and Change: Cause-and-effect relationships on different scales (e.g. South Africa compared to Africa; Africa compared to world); focus on the impact of HIV/AIDS.

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: What is the impact of HIV/AIDS on population growth and change? (Guide the learners with questions.)

Step 2: Teacher uses sources to explain the following terminology: cause-and-effect, relationships, scales, disease.

Step 3: Teacher provides sources (e.g. maps, graphs, statistics, photos, newspaper extracts) that deal with the occurrence of the HIV/AIDS.

Step 4: Informal Assessment:

Learners use sources, e.g. maps, graphs, statistics, photos, newspaper extracts, to

- find the latest statistics from various countries (developed and developing) on HIV/AIDS;
- tabulate this information and use as a source;
- formulate possible questions; and
- write answers in workbooks.

Locally

Step 1: Informal Assessment:

Learners use sources, e.g. maps, graphs, statistics, photos, newspaper extracts, to

- find the latest statistics from various countries (developed and developing) which show the extent of HIV and Aids, and
- tabulate challenges faced by the South African society to cope with HIV or Aids (to be used as a source).

Step 2: The teacher leads a discussion on the factors that contribute to increased rate of infection.

- Learners formulate possible questions.
- Learners write answers in workbooks and propose strategies to promote awareness of the disease.

WEEKS 37 & 38

POPULATION GROWTH AND CHANGE (continued):

Context: Processes Affecting Population Growth and Change: Cause-and-effect relationships at different scales (e.g. South Africa compared to Africa; Africa compared to world); focus on the impact of HIV/AIDS.

Africa

Step 1: Informal Assessment:

Learners use sources e.g. maps, graphs, statistics, photos, newspaper extracts, to

- find the latest statistics (developed and developing countries) which show the extent of HIV or Aids in Africa;
- describe the impact of HIV and Aids on Africa; and
- compare the infection rate with South Africa.

Step 2: Informal Assessment: Learners use sources e.g. maps, graphs, statistics, photos, newspaper extracts, to do research on factors that contribute to an increase in the infection rate.

- Learners tabulate their findings.
- Learners write a paragraph in workbooks on how HIV/AIDS affects population growth and change and explain how Africa deals with this disease.

Globally

Step 1: Informal Assessment:

Learners use sources e.g. maps, graphs, statistics, photos, newspaper extracts, to

- find the latest statistics on HIV/AIDS in the developed and developing world;
- describe the impact of HIV/Aids globally;
- compare the infection rate of Africa with the rest of the world; and
- write a newspaper report in which they suggest measures that can be taken to reduce the HIV/AIDS infection rate.

MAP WORK (REVISION)

Methodology

Step 1: Use topographic maps (a copy or an authentic version) to revise the following: direction, bearing, latitude, longitude, scale and distance.

Step 2: Use topographic maps to revise following: eight cardinal points, co-ordinates, grid references, map symbols.

Step 3: Revise the different types of scale: line scale, word scale, ratio scale.

Step 4: Revise how to measure distance on the map and how to work out the distance in reality.

Step 5: Informal Assessment:

Learners complete an informal assessment in their workbooks.

WEEKS 39 & 40

FORMAL ASSESSMENT TASK 8: Examination

The examination should be on the work covered during the last 10 weeks of the year. It should count a minimum of 50 marks. Use a variety of question techniques: source based questions, basic questions such as "What is the ...? Questions that highlights similarity and difference, questions on cause and effect as well as higher order questions.

Step 1: Give clear instructions.

Step 2: The examination must consist of the following:

- Knowledge-based questions on topics covered in the last term and on map work
- Sources, e.g. written sources, pictures, photographs, maps, data.

Step 3: Remember that examination should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 4: Examinations should have a range of questions that assess skills and levels of cognitive Understanding, and not be based on simple recall.

Step 5: Use short-answer questions for a maximum of 40% of the test, e.g. name, list, identify, classify.

Step 6: True or False questions require a reason for the answer.

Step 7: Matching items in two columns are useful for testing terminology. There should be more response options than stimuli. There should be only 5-6 of these questions.

Step 8: Use sources to ask for longer responses that test cognitive skills e.g. appraise, analyse, classify, compare, contrast.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase) pp25 – 30.

GLOSSARY

A: THE RESEARCH ASSIGNMENT

This task should be done over a period of time.

NOTE TO TEACHER: Learners are expected to complete one research assessment task in Grade 7. If a creative response is completed for History, the assignment for Geography must be a research assignment, and vice versa.

What should the learners do?

1. **Formulate a key question based on the research topic of your choice.**
2. **Introduction: Identify and discuss the natural hazard of your choice and how it relates to your key question.**
3. **Identify the resources you will use.**
4. **Organize the information from sources under specific headings and interpret the information.**
5. **Explain the physical processes involved.**
6. **Discuss the impact on society.**
7. **Suggest possible solutions to reduce the impact.**

The following example of a rubric could be used:

ASSESSMENT CRITERIA	Level 1 Not yet achieved 0-2	Level 2 Partially achieved 3-4	Level 3 Achieved 5-7	Level 4 Outstanding achievement 8-10
Formulating a key question based on the research	Not yet able to formulate a key question or come up with a realistic problem or issue	Incomplete and unclear question or problem or issue. Relied on teacher for the formulation of the above.	The question or problem or issue is clear and well focussed. It requires moderately high level of thinking	The question or problem or issue is clear and well focussed. It requires high level thinking skills to do research
Identifying sources and gathering and organising information (7.1.1, 7.1.2)	Not yet able to identify sources. Focus during the process of gathering information was lost. Information collected was inaccurate and incomplete	Required teacher assistance to identify sources. Needed some teacher's assistance to gather and organise the information	The learner was able to identify sources. Used many resources to find and organise information that answered the question.	Learner has excellent ability to identify relevant sources. The information was used to directly address the question. A clear method of organising the information was developed.
Explaining the physical processes involved and its effect. (7.2.1 7.3.3)	Not yet able to explain how natural hazards occur and their impact on human lives and socio-economic activities.	Required teacher assistance to explain how natural hazards occur and their impact on human lives and socio-economic activities.	The learner was able to explain how natural hazards occur and their impact on human lives and socio-economic activities.	Learner has excellent ability to explain how natural hazards occur and their impact on human lives and socio-economic activities. Used example throughout.
Making decisions or finding alternatives, seeking solutions (7.1.6, 7.2.3, 7.3.4)	Not yet able to use information to suggest answers, propose alternatives and possible solutions.	The learner required teacher assistance to suggest answers, propose alternatives and possible solutions.	The learner was able to suggest answers, propose alternatives and possible solutions.	Learner suggested excellent answers, alternatives and solutions.
Analysis and synthesis	Incomplete product, details are missing.	Product is incomplete and answers only part of the question.	The product answers the question in such a way that reflects learning. Some detail and accuracy	An original product was created, by making meaningful use of information. The question was answered accurately, in detail and with understanding.

Communicating findings (7.1.7)	Not yet able to communicate knowledge and understanding by formulating arguments based on evidence from sources.	Communicates information and ideas with some clarity.	Communicates information and ideas with the expected clarity.	Communicates information and ideas with a high degree of clarity and confidence.
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[TOTAL: 50 marks]

B: THE CREATIVE RESPONSE

NOTE TO TEACHER: Learners are expected to complete one creative response assessment task in Grade 7. If a research assignment is completed for History, the assignment for Geography must be a creative response, and vice versa.

This assignment should give the learners the opportunity to demonstrate creativity. Activities could include making models, creating posters or collages and role play. Learners must demonstrate what they have learned in a specific context.

INSTRUCTIONS:

1. Your creative response should focus on the enquiry process and should start with a key question.
2. The response should have a creative topic or name.
3. Use photos, drawings and graphics as illustrations and include short descriptors.
4. There should be a connection with the applicable LOs and ASs.
5. Do not forget your source list or bibliography.

Teacher can choose between the following rubrics:

ASSESSMENT CRITERIA	Level 1 Not yet achieved 0-2	Level 2 Partially achieved 3-4	Level 3 Achieved 5-7	Level 4 Outstanding achievement 8-10
Identifies sources, organize and interprets information relevant to the enquiry from sources. (7.1.1, 7.1.2)	Not yet able to identify sources, organize and interpret information relevant to the enquiry from sources.	Limited ability to identify sources, organize and interpret information relevant to the enquiry from sources.	Able to identify sources, organize and interpret information relevant to the enquiry from sources.	Outstanding ability to identify sources, organize and interprets information relevant to the enquiry from sources.
Uses information to suggest answers, propose alternatives and possible solutions. 7.1.6	Not yet able to use information or to suggest answers, propose alternatives and possible solutions.	Limited ability to use information or to suggest answers, propose alternatives and possible solutions.	Able to use information or to suggest answers, propose alternatives and possible solutions.	Outstanding ability to use information or to suggest answers, propose alternatives and possible solutions.
Describes and explains how natural hazards such as volcanoes, earthquakes and flooding occur and their impact on human lives and socio-economic activities. 7.2.3	Not yet able to describe and explain how natural hazards such as volcanoes, earthquakes and flooding occur and their impact on human lives and socio-economic activities.	Limited ability to describe and explain how natural hazards such as volcanoes, earthquakes and flooding occur and their impact on human lives and socio-economic activities.	Able to describe and explain how natural hazards such as volcanoes, earthquakes and flooding occur and their impact on human lives and socio-economic activities.	Outstanding ability to describe and explain how natural hazards such as volcanoes, earthquakes and flooding occur and their impact on human lives and socio-economic activities.

Identifies how risks and hazards can be managed. 7.2.1	Not yet able to identify how risks and hazards can be managed	Limited ability to identify how risks and hazards can be managed.	Able to identify how risks and hazards can be managed.	Outstanding ability to identify how risks and hazards can be managed.
Identifies the factors that contribute to population growth and change. 7.3.2	Not yet able to identify the factors that contribute to population growth and change.	Limited ability to identify the factors that contribute to population growth and change.	Able to identify the factors that contribute to population growth and change.	Outstanding ability to identify the factors that contribute to population growth and change.

OR

ASSESSMENT CRITERIA	Level 1 Not yet achieved 0-2	Level 2 Partially achieved 3-4	Level 3 Achieved 5-7	Level 4 Outstanding achievement 8-10
Focus	The topic is poorly formulated or not formulated at all.	Poor topic formulation and no coherence.	The formulation of the topic is in aligned with the expected achievement at this level.	The topic is clearly formulated and clearly stated.
Main Ideas	Inappropriate ideas not applicable to the topic. Poor or no presentation at all.	Some of the ideas are appropriate or applicable to the topic. Presentation not coherent.	The appropriateness and applicability of ideas and the quality of presentation are in accordance with expected achievements at this level.	The main ideas are appropriate and applicable to the topic and correctly presented.
Connection to the curriculum	Los and ASs are poorly identified and have limited applicability or are not applicable at all.	Some of the LOs and ASs have been identified, but not all are applicable.	The identification and applicability of the LOs and ASs are in line with expected achievements at this level.	LOs and ASs are clearly identified and applicable.
Purpose	The task does not achieve its purpose.	The task partially achieves its purpose.	The purpose of the poster has been accomplished in accordance with expected achievements at this level.	The purpose of the poster has been accomplished in an original and creative manner.
Drawings and illustrations	Illustrations, photos, drawings and graphics are irrelevant.	A number of the illustrations, photos, drawings and graphics are relevant to the purpose. No coherence.	Illustrations, photos, drawings and graphics are relevant to the purpose and in accordance with expected achievements at this level.	All the illustrations, photos, drawings and graphics, enhance the purpose and interest of the piece.

[TOTAL: 50 marks]

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)

HISTORY GRADE 7 TEACHER'S GUIDE

History and Geography must each be allocated 90 minutes per week. It is strongly suggested that each must be broken into one-hour- or half-hour lessons.

THERE ARE 8 FORMAL ASSESSMENT TASKS FOR SOCIAL SCIENCES

They are divided up during the year as follows:

Number	Term	Week	History/ Geography	Task	Minimum Mark Allocation
1	1	Week 7/8	History	Source-based and extended writing assignment	Source work: 35 Extended writing: 15 Total: 50
2	1	Week 20	Geography	Project (research assignment or creative response)	50 marks
3	2	Week 20	History	Examination	50 marks
4	2	Week 20	Geography	Examination	50 marks
5	3	Week 25	History	Project (research assignment or creative response)	50 marks
6	3	Week 24	Geography	Map work and data- handling assignment	50 marks
7	4	Week 40	History	Examination	50 marks
8	4	Week 40	Geography	Examination	50 marks

WEEK 1

Introduction to History

Methodology

Step 1: Introduce history as a discipline of the social sciences. The teacher will lead a discussion using relevant sources to answer the following questions:

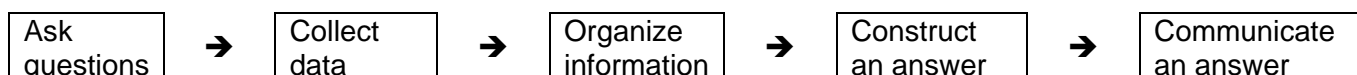
- What is history? What is a historian?
- Why do we study history?
- What skills can we acquire? – Link up with critical outcomes and developmental outcomes in the NCS.
- How can history benefit us?
- What career choices are available if we take history?

Step 2: Explain how the three learning outcomes can be used to develop skills in history

- Historical enquiry
- Historical knowledge and understanding
- Historical interpretation

Step 3: Use sources to revise the enquiry process. This process should include:

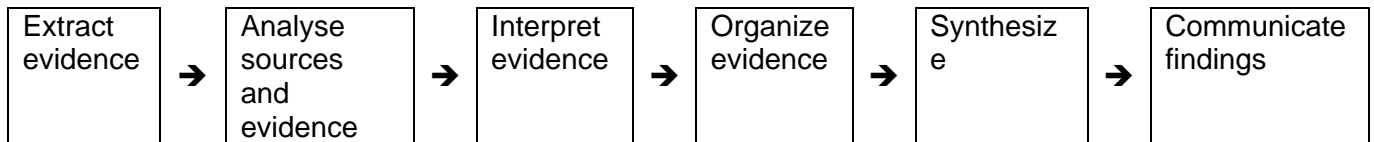
- A key question to narrow the focus of content. Link with the key question in the work schedule.



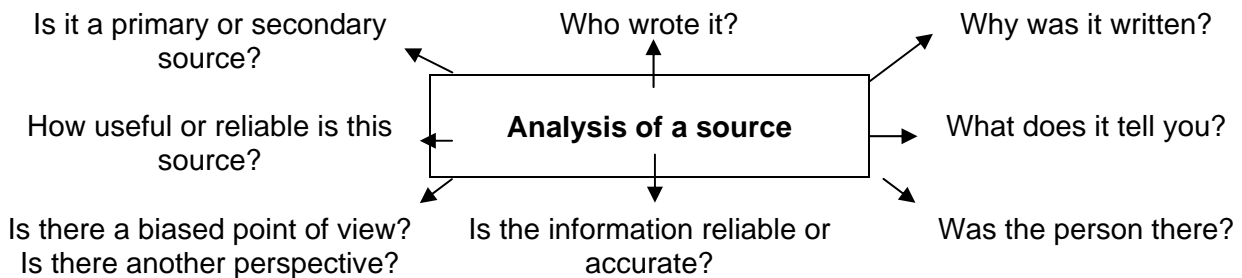
Step 4: Explain how to select relevant sources and revise the various sources available to an historian.

- The two main categories of sources are primary sources and secondary sources.
- There are various types of sources, such as written sources, oral sources, audiovisual sources and artefacts.

Step 5: Explain how to work with sources



- Use contextualized sources:
 - The context of a primary source includes the author/creator of the source, the name and date of event.
 - The context of a secondary source includes the author, title and date of the source.
 - The newspapers name and the date it was published needs to be identified for reports, photographs and cartoons. People in photographs and cartoons need to be identified.
- When evaluating a source, we are looking at the following:
 - Bias
 - Reliability
 - Empathy
 - The amount of content
 - The language level



Step 6: Explain what is required when writing an extended writing piece.

There are three main approaches:

- Narrative: Telling the story in chronological order. This method expresses change through time.
- Analytical: Emphasizing the relation between events. The focus is on similarity and difference, causes, consequences and motives.
- Descriptive: Describing the past without the dimension of change.

Plan the extended writing as follows:

- Analyse the topic, question or issue.
 - Read the assignment.
 - Underline key words.
 - Create a mind map to help you understand the information in the source.(See Week 4 Step 4)
 - Determine the requirements.
 - Decide on your approach to or point of view on the topic.
 - Select evidence from the source to support your point of view.
- Use your analysis

- Start with an introduction.
 - Keep the introduction short.
 - Do not include background information.
- The body of the assignment or extended-writing activity:
 - Contains the factual evidence.
 - Supports your line of argument or explanation.
 - Includes only relevant facts.
- End with a conclusion.
 - Draw the argument or discussion to a close.
 - Indicate how the evidence supports the argument or viewpoint.
 - Keep it short.

Write the extended writing as follows:

- Divide the text into paragraphs in order to structure thoughts.
- Each paragraph must represent a main idea.
- All other sentences must relate to the main idea.
- Sentences must follow a logical order.
- The paragraph should form a coherent unit.

Step 7: Revise the key concepts or skills in History

- Similarity and difference:
 - Patterns in history can be identified.
 - Compare sources.
- Continuity and change:
 - Making comparisons over a period of time.
 - Change can occur suddenly or slowly.
 - Attitudes, customs and traditions may remain the same.
- Cause and effect:
 - Consider the causes and effects of changes or events.
 - Consider what we learn from past mistakes.
- Chronology and time:
 - Arranging time through sequencing events.

Resources: Teacher’s Guide for the Development of Learning Programmes: Social Sciences, various text books.

Integration: Geography, Languages, Arts and Culture

WEEK 2

Human Evolution:

Early hominid discoveries in South Africa and East Africa

Methodology

Step 1: Explain the key question. What early hominid discoveries took place in South Africa and East Africa?

An example of the analysis process is as follows:

- What: Early Hominid discoveries
- Where: South and East Africa
- Why: Understanding the past
- How: Linked to archaeology

Step 2: Discuss and explain the following concepts:

- Human evolution
- Hominid discoveries
- Archaeologist
- Archaeology
- Archaeological sources
- Fossils
- Palaeontologist
- Darwinism
- Radio carbon dating

WEEK 3

Human Evolution:

Early hominid discoveries in South Africa and East Africa

Methodology

Step 1: Introduce various sources on theory of human evolution, e.g.

- newspaper reports on the discovery of the Taung Skull
- a world map depicting venues of early hominid discoveries
- drawings or photographs of early skeletons
- other written sources.

Step 2: Teach learners how to select relevant sources. (see Week 1: Step 4)

Step 3: Teach learners to select relevant information from sources in the following way. (See Week 1: step 5; Week 4: step 4))

- The learners must ask the two crucial questions:
 - What information do I want?
 - Where shall I put it?
 - Select key words from the text to build a mind map.

Step 4: Use the mind map to write sentences.

Step 5: Ask the learners to sequence human evolution and then plot / develop a timeline. The following information is important to know before developing a timeline:

- BC – Before Christ
- AD- Anno Domini (Latin for “in the year of our Lord”)
- AC- After Christ (sometimes used instead of AD)
- CE- Common era (sometimes used instead of AD)
- BP- Before the present. The “present” is usually set at AD 1950.
- Historians usually use the Christian calendar

The following facts can be included on the timeline:

- The Taung Child / Mrs Ples (*Australopithecus africanus*) 1 to 3 million years ago.
- Robust ape (*Paranthropus robustus*) 2,5 to 2 million years ago/
- Handyman (*Homo habilis*) 2,5 to 1 million years ago.
- Person who walked upright (*Homo erectus*) 1,8 to 1 million years ago.
- Wise person (*Homo sapiens*) 200 000 years ago.

Teach the steps to develop a timeline as follows:

- Analyse the question
- Extract the relevant information.
- Organize the events in chronological order.
- Plot the time frame on a “line”.

Step 6: Plot the relevant events on the timeline.

Resources: Text books, photographs, newspapers, artefacts

Integration: Geography, Languages, Life Orientation

WEEK 4

Human Evolution:

Early hominid discoveries in South Africa and East Africa

Methodology

Step 1: Introduce various sources detailing the discovery of evidence of early human forms, e.g.

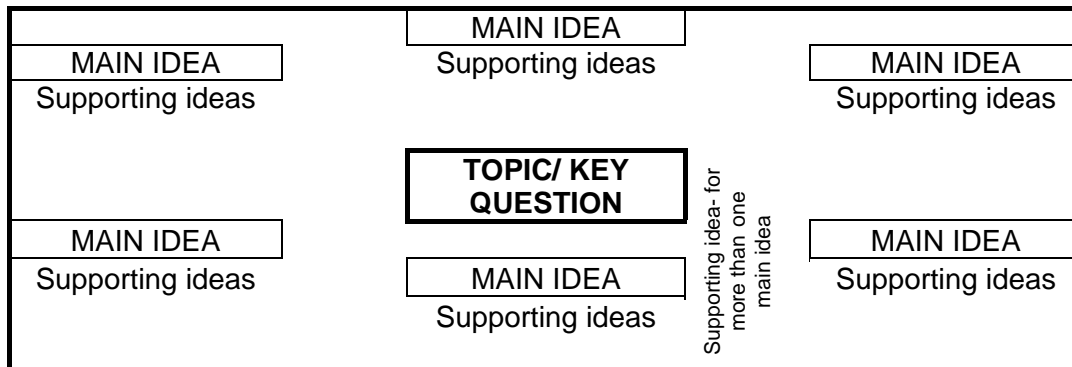
- Newspaper reports on the discovery of the Taung Skull by Professor Raymond Dart
- The discovery of “Little Foot” by Ron Clarke
- South Africa, “The Cradle of Humankind”
- A world map depicting venues of early hominid discoveries
- Drawings and photographs of early skeletons
- Other written sources.

Step 2: Help learners to select relevant sources.

Step 3: Teach learners to make deductions by means of a questionnaire and how to select relevant information from sources. (See analysis of sources- week 1)

Step 4: Teach learners to use cards to select relevant information from sources in the following way.

- The learners must ask the two crucial questions:
 - What information do I want?
 - Where shall I put it?
- Select key words from the text to build a mind map.



- Plot important information by working from the main ideas to the relevant supporting ideas
 - Write the key question in the centre of a page.
 - Identify the main points that are required to answer the question by asking *What? Where? Why? and How?*.
 - Identify the supporting ideas and link them to the main points.
 - Use the mind map to write sentences.

OR

- Plot important information by grouping the supporting ideas to form the main ideas.
 - Write the key question in the centre of a page.
 - Select key words from the text and group the like facts under a main idea.
 - If information can be linked to more than one main idea, the learner must make a choice, but place the card sideways to indicate that it links to more than one main idea.
 - Use the mind map to write sentences.

Step 5: Teach learners to use the selected information to formulate three paragraphs about hominid discoveries. (See week 1: step 5)

- When structuring writing, paragraph-opening statements are of great importance.
 - The first sentence must indicate the role of the paragraph in developing the argument.
 - Each sentence must link clearly with and support the main idea.

Resources: Text books, photographs, newspapers, artefacts

Integration: Home Language; Geography

WEEK 5

Human Evolution;

Becoming human in Southern Africa

Methodology

Step 1: Explain the key question. How did humans develop in southern Africa?

Step 2: Explain and discuss the following concepts by completing a glossary on various types of heritage and links to various cultures.

- Heritage: What is heritage?
- Heritage Day: How are past events celebrated?
- World heritage site e.g. Sterkfontein Caves / Cradle of Mankind

Step 3: Discuss reasons for creating heritage sites, and what events led to their existence.

Step 4: Introduce various sources detailing the fossil sites at the Cradle of Mankind and evidence of the use of tools and of fire, e.g.

- Pictures or diagrams of archaeological sites, tools and bones that have been discovered at the Sterkfontein Caves
- Maps of the Cradle of Mankind
- Evidence of fire at Laetoli in East Africa
- Any other relevant sources.

Step 5: Supply a questionnaire on early human activities to help learners extract relevant information.

Step 6: Learners use sources to write three paragraphs on early human activities.

Resources: Text books, maps, photographs, diagrams

Integration: Languages; Geography

WEEK 6

Human Evolution:

Becoming human in Southern Africa

Methodology

Step 1: Facilitate learners by using a questionnaire to extract facts about how archaeologists make deductions

Step 2: (See Week 1: Step 5) Learners use sources to write three paragraphs where they

- compare early and modern human activities, and
- explain how archaeologists work with material remains of the past, and make deductions.

Resources: Text books, maps, photographs, diagrams

Integration: Languages; Geography

WEEK 7 and 8

FORMAL ASSESSMENT TASK 1: Source based and extended writing task

- It is important to note that, somewhere near Week 7 or 8, a formal assessment task will need to be completed.
- It should be a source- based task.
- It may be on any one of the sections of work covered recently.
- All the learning outcomes and assessments standards for that section of work must be addressed.
- Learners must complete the task individually, under controlled circumstances to ensure authenticity.

Step 1: Give clear instructions.

Step 2: Supply the learners with contextualized sources. (See Week 1: Step 4)

- Use a variety of sources – at least 3, e.g. maps, diagrams, photographs, etc

Step 3: Set a variety of low, middle and higher order questions on the sources.

- Questions should be based on the learning outcomes and assessment standards.
 - The assessment standards indicate what the learner must do.
 - Language of terminology must not be oversimplified.
 - Use words like *identify, evaluate, analyse, describe, explain, interpret, organise, etc.*
 - The language of instruction (teaching) and the language of assessment (testing) should correlate.

BLOOM'S TAXONOMY

Bloom's Ranking of Thinking Skills					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
List	Summarize	Solve	Analyze	Design	Evaluate
Name	Explain	Illustrate	Organize	Hypothesize	Choose
Identify	Interpret	Calculate	Deduce	Support	Estimate
Show	Describe	Use	Contrast	Schematize	Judge
Define	Compare	Interpret	Compare	Write	Defend
Recognize	Paraphrase	Relate	Distinguish	Report	Criticize
Recall	Differentiate	Manipulate	Discuss	Justify	
State	Demonstrate	Apply	Plan		
Visualize	Classify	Modify	Devise		

- We are not only assessing comprehension.
- Learners should be able to
 - answer questions from written and visual sources;
 - work with chronology and time (time line) ;
 - represent the past by means of a drawing, mind map, etc.;
 - recognise that there can be two accounts of the same story;
 - give reasons and explanations;
 - identify similarities and differences; and
 - answer questions which are based on source interpretation and cause and effect.

Step 4: Ask the learners to use the relevant sources to write 3 paragraphs on a question set by the educator.

Step 5: Minimum mark allocation: 35 marks for source work and 15 marks for the extended writing. The extended writing is broken into 3 paragraphs, each with a mark allocation of 5 marks.

Step 6: Use a rubric to assess the extended writing. E.g.

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4

WEEK 9

Human Evolution:

Rock art as an expression of a hunter-gatherer society and a world view

Methodology

Step 1: Analyse the key question: What does rock art tell us about the hunter-gatherer society?

Step 2: Discuss and explain the following:

- hunter-gatherer
- trance dance
- shamans

Step 3: Introduce various sources on rock art in southern Africa as well as pictures of various art work from Europe through the ages.

Step 4: Discuss what the artwork reveals about everyday life at a particular time in history.

Step 5: Supply a questionnaire to guide learners in the selection of information that will enable them to make deductions regarding rock art in southern Africa.

Step 6: Learners use sources to write three paragraphs about rock art in Southern Africa.

Resources: Pictures of rock art, text books

Integration: Arts and Culture, Languages

WEEK 10

Human Evolution:

Rock art as an expression of a hunter-gatherer society and a world view

Methodology

Step 1: In groups, discuss the various techniques used by hunter-gatherers when painting. Focus on the methods that were used to indicate the importance of a particular part of the painting.

Step 2: Groups imitate the style of rock art and produce artwork to symbolize hunter-gatherer society.

Step 3: Communicate the content of this task to the Arts and Culture department so that links can be formed regarding the style and technique of rock art and the trance dance of the hunter-gatherer.

Resources: Pictures of rock art

Integration: Arts and Culture

WEEK 11

A Broad Overview of Early Trading Systems

Indian Ocean and East Africa – Arab trade, Swahili coastal communities, and links with Great Zimbabwe (ninth to sixteenth centuries)

Methodology

Step 1: Analyse the key question. How did trade between East Africa and the Arab lands affect the development of different societies?

Step 2: Discuss and explain the following concepts:

- Swahili traders
- Great Zimbabwe
- Trade Routes
- Monsoon
- Merchant
- East Coast
- Kingdoms
- Sultans
- Dhow

Resources: Text books, maps, Internet

Integration: Languages; Geography

WEEK 12

A Broad Overview of Early Trading Systems:

Indian Ocean and East Africa – Arab trade, Swahili coastal communities, and links with Great Zimbabwe (9th to 16th Centuries)

Methodology:

Step 1: Help learners to select relevant sources.

Step 2: Discuss the following:

- The importance of trade today and in the past
- Forms of transport used for trade today and in the past.
- Types of goods traded today and in the past.

Step 2: Prepare learners to answer questions about trade between East Africa and Arab lands.

Step 3: Use sources which show different perspectives of trade between East Africa and Arab lands to design a source-based activity.

Resources: Maps, text books

Integration: Languages; Geography

WEEK 13

A Broad Overview of Early Trading Systems:

Indian Ocean and East Africa – Arab trade, Swahili coastal communities, and links with Great Zimbabwe (9TH to 16TH Centuries)

Methodology:

Step 1: Guide learners to select relevant information from sources and to link reasons for trade and the results of trade between East Africa and Arab lands.

Step 2: Learners use sources to write three paragraphs about how trade between East Africa and the Arab lands affected development in the different societies.

Resources: Maps, text books

Integration: Languages; Geography

WEEK 14

A Broad Overview of Early Trading Systems:

West Africa and trans-Saharan trade: salt, gold, slaves and ancient trade routes (9th to 16th Centuries)

Methodology:

Step 1: Analyse the key question: How was West Africa influenced by trade?

Step 2: Discuss and explain the following concepts:

- primary sources
- secondary sources
- merchandise
- Islam
- Sahara
- Dark Ages
- Hajj
- African Renaissance

WEEK 15

A Broad Overview of Early Trading Systems:

West Africa and trans-Saharan trade: salt, gold, slaves and ancient trade routes (9th to 16th Centuries)

Methodology:

Step 1: Help learners to select relevant sources.

Step 2: Facilitate learners by using a questionnaire to extract facts about West Africa and the trans-Saharan trade.

Step 3: Use sources to identify different perspectives on the development of Africa.

Resources: Text books, maps, Internet

Integration: Languages; Geography

WEEK 16

A Broad Overview of Early Trading Systems:

West Africa and trans-Saharan trade – salt, gold, slaves and ancient trade routes (9th to 16th Centuries)

Methodology:

Step 1: Help learners to select relevant information from sources and to make links between reasons for and the results of West Africa and trans-Saharan trade.

Step 2: Ask the learners to develop a timeline to illustrate key events of West African trans-Saharan trade.

Resources: Text books, maps

Integration: Languages; Geography

WEEK 17

A Broad Overview of Early Trading Systems:

European trading systems in the Middle Ages (14th to 16th Centuries)

Methodology

Step 1: Analyse the key question: How did trade influence Europe in the Middle Ages?

Step 2: Discuss and explain the following concepts:

- Middle Ages
- Black Death

Step 3: Help learners to select relevant sources.

Step 4: Facilitate learners by using a questionnaire to extract facts about European trading systems in the Middle Ages.

WEEK 18

A Broad Overview of Early Trading Systems:

Context: **European trading systems in the Middle Ages (14th to 16th Centuries)**

Methodology

Step 1: Help learners to select relevant information from sources.

Step 2: Teach learners how to tabulate by using the positive and negative effects that trade had on Europe in the Middle Ages as your topic.

The effects that trade had on Europe in the Middle Ages	
Positive	Negative

Step 3: Use the table to complete an extended writing activity.

Resources: Maps, text books

Integration: Languages, Geography

WEEK 19 and 20

FORMAL ASSESSMENT TASK 2: EXAMINATION

Methodology

Step 1: All 3 LOs, with the appropriate ASs, must be assessed.

Step 2: The examination must consist of the following:

- Knowledge-based questions on topics covered in the second term term
- At least 3 sources must be included in the test, e.g. census data, documents, letters, newspaper and magazine articles, diaries, reports, pamphlets, books, advertisements, photographs, cartoons, maps, plans, aerial photographs, paintings and drawings
- Sources that are contextualized and which include a key question
- An extended writing piece consisting of 3 paragraphs based on the sources provided
- Minimum mark allocation: 35 marks for the source work and 15 marks for the extended writing

Step 3: Remember that examinations should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 4: Examinations should have a range of questions that assess skills and levels of cognitive understanding, and not be based on simple recall. (Example: Bloom's Taxonomy)

Step 5: Use short-answer questions for a maximum of 40% of the test, e.g. name, list, identify, classify.

Step 6: Some questions require an alternative response, e.g. Give a reason for your answer.

Step 7: Testing concepts should be based on sources.

Step 8: Use sources to ask longer responses that test cognitive skills, e.g. appraise, analyse, classify, compare, contrast.

Step 9: The extended writing must be based on all sources. Learners must write in their own words.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)

WEEK 21

A Broad Overview of Early Trading Systems:

Dutch Settlement, the Indian Ocean Slave Trade and Slavery at the Cape (17th and 18th Centuries)

Methodology

Step 1: Analyse the key question: How did the Dutch settlement and slavery affect society at the Cape?

Step 2: Discuss and explain the following:

- Dutch settlement
- VOC/ Dutch East India Company
- free burghers
- slave trade¹
- slave quarters
- Khoikhoi

Step 3: Help learners to select relevant sources.

Step 4: Guide learners to answer questions about how the Dutch settlement and slavery affected society at the Cape.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 22

A Broad Overview of Early Trading Systems:

Dutch Settlement, the Indian Ocean Slave Trade and Slavery at the Cape (17th and 18th Centuries)

Methodology

Step 1: Guide learners to select relevant information from sources.

- Make particular use of extracts from diaries of the Dutch settlers and slaves from the Cape.
- Explore links between reasons for the Dutch settlement requiring slaves in the Cape and the results of Dutch settlement and slavery in the Cape.

Step 2: Learners use sources to write three paragraphs.

- Answer the key question about how the Dutch settlement and slavery affected society in the Cape.
- Show an understanding of why events were interpreted differently by the Dutch settlers and slaves in the Cape.

Resources: Maps, text books, Internet

Integration: Languages, Life Orientation

WEEK 23

A Broad Overview of Early Trading Systems:

Africa and the Atlantic slave trade (16th to 19th Centuries)

Methodology

Step 1: Analyse the key question. How did the Atlantic slave trade affect society in Europe, Africa and America from the 16th to 19th Centuries?

Step 2: Discuss and explain the following:

- Central Africa
- West Africa
- West Indies
- plantations
- auctions
- slave ship

Step 3: Show learners how to select relevant sources.

Step 4: Facilitate learners by using a questionnaire to extract facts about how the Atlantic slave trade affected society in Europe, Africa and America from the 16th to 19th Centuries.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 24

A Broad Overview of Early Trading Systems:

Africa and the Atlantic slave trade (16th to 19th Centuries)

Methodology

Step 1: Demonstrate how to select relevant information from sources.

- Make particular use of extracts from diaries of the slave traders, slaves and plantation owners from that time.
- Make links between reasons for and results of the Atlantic slave trade.

Step 2: Learners use sources to write three paragraphs.

- Answer the key question about how the Atlantic slave trade affected society in Europe, Africa and America.
- Show an understanding of why events can be interpreted differently by the slaves, slave traders and plantation owners.

Resources: Maps, textbooks, internet

Integration: Languages; Life Orientation

WEEKS 25 – 26

FORMAL ASSESSMENT TASK 5: Project (Research Assignment / Creative Response)

If the Geography project was a creative response then this project for History must be a research assignment and vice versa.

This assessment task should be handed out 2 to 3 weeks earlier and be completed under supervision, to ensure authenticity, by the end of the term.

- The project should assess whether the learners are able to use enquiry skills to investigate past and present and whether they are able to select, with reasons, key information to represent the past.
- If the learners complete a creative response project, ensure that it is a learning experience, not just a creative task.
- Give the learners guidelines – the project should show a creative timeline and should include descriptors.

Research Task:

Step 1: Give clear instructions.

Step 2: When completing a research task, learners are expected to follow the enquiry process.

- We work with sources (evidence) (LO 1).
- Ask a key question.
- Identify information.
- Answer questions.
- Communicate the answer.

Step 3: The educator must provide a framework for the research project.

- Stipulate what must be covered.
- What LOs and ASs will be covered.
- What skills, knowledge and values will be assessed.

Step 4: Discuss the project with the learners.

- What the research entails
- The format should include: content page, bibliography and references, etc.
- Issue and discuss a criterion-referenced assessment tool (rubric) with the learners.

Step 5: Ensure that the task is criteria and age appropriate.

Step 6: Monitor the progress of the learners by setting deadlines for different stages of the research task. (More than ONE due date)

Creative Response Task:

Step 1: Give clear instructions.

Step 2: These include creating models, posters, collages and role-play.

Step 3: The creative response can be incorporated with another form of assessment, e.g. source-based and research.

Step 4: Poster-making entails organizing information in a logical way on a specific topic.

Step 5: Discuss the project with the learners.

- Discuss what the poster, model, art work or collage entails.
- Issue and discuss a criterion-referenced assessment tool (rubric) with the learners.

Step 6: Ensure that the task is criteria- and age-appropriate.

Resources: Assessment Guidelines for Social Sciences.

WEEK 27

Moving Frontiers:

Contact, conflict and dispossession on the Cape's northern frontier in the 19th Century

Methodology

Step 1: Analyse the key question. How did the unstable situation on the Cape's northern frontier affect the Basotho Kingdom and the European settlers?

Step 2: Discuss and explain the following:

- frontier
- Cape Colony
- Griqua
- conflict
- indigenous
- explorers
- trekboers
- clashes
- Basotho kingdom
- refugee
- missionary

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 28

Moving Frontiers:

Contact, conflict and dispossession on the Cape's northern frontier in the 19th Century

Methodology

Step 1: Help learners to select relevant sources.

Step 2: Facilitate various methods of extracting information relevant to a questionnaire on conflict on the Cape's northern frontier.

Step 3: Link the reasons for the contact and conflict between the Basotho Kingdom, the Griquas and the European settlers, as well as the resulting dispossession of the land used by the Basotho Kingdom.

Step 4: Compare reports and diaries from missionaries, settlers, the Basuthu people and Griquas and then discuss the various points of view of the same event.

Step 5: Present the findings in an extended writing-activity.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 29

Moving Frontiers:

Contact, conflict and dispossession on the Cape's eastern frontier in the 19th Century

Methodology

Step 1: Analyse the key question: How did the unstable situation on the Cape's eastern frontier affect Xhosa culture and the European settlers?

Step 2: Discuss and explain the following:

- frontier
- culture
- tradition
- boundary
- British settlers
- grazing rights
- Nongqawuse's vision
- igqirha / diviner
- ancestors
- dispossession
- chiefdom
- Zuurveld
- cattle-raiding

Step 2: Help learners to select relevant sources.

Step 3: Facilitate various methods of extracting information relevant to a questionnaire on conflict on the Cape's eastern frontier.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 30

Moving Frontiers:

Contact, conflict and dispossession on the Cape's eastern frontier in the 19th Century

Methodology:

Step 1: Link the reasons for the contact and conflict between the Xhosa tribes and the European settlers to the resulting dispossession of the Xhosa tribal land.

Step 2: Compare reports and diaries from missionaries, settlers and the Xhosa chiefs and then discuss the various points of view of the same event.

Step 3: Discuss how the value systems and traditions of the Xhosa compare with those of the European settlers, with particular reference to Nongqawuse's Vision.

Step 4: Present the findings in an extended writing activity.

Step 5: Plot the Seven Frontier Wars on a timeline.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 31

Moving Frontiers:

Contact, conflict and dispossession – frontiers in America in the 19th Century

Methodology

Step 1: Analyse the key question. How did contact, conflict and dispossession on the American frontiers affect the native American society?

Step 2: Discuss and explain the following:

- native American
- European settlers
- forts
- nomadic
- tepees
- independent
- Great Spirit
- earth mother
- fur trappers
- reservations

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 32

Moving Frontiers:

Contact, conflict and dispossession – frontiers in America in the 19th Century

Step 1: Help learners to select relevant sources.

Step 2: Facilitate various methods of extracting information relevant to a questionnaire on conflict on the American frontiers.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 33

Moving Frontiers:

Contact, conflict and dispossession – frontiers in America in the 19th Century

Methodology:

Step 1: Select relevant graphs, statistics or population maps which contain information on

- native American migration;
- the movement west by the colonists; and
- the decline in size of buffalo herds in the 1800s.

Step 2: Discuss the impact of colonization in America.

Step 3: Select sources such as the headline in the New York Herald in 1876 and documented accounts of native Americans.

- Compare the accounts of the clash at Little Big Horn in 1876.
- Discuss the bias evident in the different account of the same event.

Step 4: Discuss how the value systems and traditions of the native Americans compare with the European settlers.

- Refer particularly to the attitude of the native American towards nature and the buffalo.
- Compare with those of the European settlers and their attitude to education, housing and respect for nature.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 34

Moving Frontiers:

Contact, conflict and dispossession – frontiers in America in the 19th Century

Methodology:

Step 1: Present the findings in an extended writing activity. Focus on how contact between the colonists and native Americans affected the native American society.

Step 2: Plot the main events that occurred from the arrival of Christopher Columbus to the massacre at Wounded Knee on a timeline.

Resources: Maps, text books, internet

Integration: Languages, Geography

WEEK 35

Systems of Democracy:

The American Revolution

Methodology

Step 1: Analyse the key question: What were the reasons for the American Revolution?

Step 2: Discuss and explain the following:

- revolution
- independent
- War of Independence
- colony
- taxes
- stamp tax
- Quartering Act
- commodity
- Boston Tea Party

Step 3: Help learners to select relevant sources.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 36

Systems of Democracy:

The American Revolution

Methodology

Step 1: Facilitate various methods of extracting information (mind maps) on what caused dissatisfaction amongst the American colonists, with particular reference to British rule and taxes.

Step 2: Link the reasons for dissatisfaction among the American colonists to the results of their dissatisfaction.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 37

Systems of Democracy:

The American Revolution

Methodology:

Step 1: Select relevant sources pertaining to the British attitude as well as the attitude of the colonists to taxation of goods, stamps, etc.

- Compare the two viewpoints on the necessity and beneficiaries of taxes.
- Discuss the bias evident in the different accounts of the tax system.

Step 3: Present the findings in an extended writing activity. Focus on the different attitudes to taxation.

Step 4: Plot the main events on a timeline. Include

- events that led to the American War of Independence and
- the main events that occurred during the seven years of the War of Independence.

Resources: Maps, text books, Internet

Integration: Languages, Geography

WEEK 38

Systems of Democracy:

The American Revolution

Step 1: Analyse the key question: What impact did the American Revolution have on democracy?

Step 2: Discuss and explain the following:

- democracy
- citizens
- constitution
- liberty
- Declaration of Independence
- rights
- states

Step 3: Select relevant sources about

- The Declaration of Independence
- The American Constitution
- The rights and freedoms of the citizens
- The impact on native Americans, slaves and women
- Relevance to democracy in South Africa, etc.

Step 4: Facilitate various methods of extracting information (mind maps) on the impact of the American Revolution on democracy.

Step 5: Discuss the terms *freedom* and *equal rights* and whether this applied to all American citizens after the revolution.

Step 6: Compare the American democracy after the revolution with South African democracy during the time of apartheid, and find similarities and differences.

Step 7: Investigate the value systems of the British aristocracy and the American settlers. Find similarities and differences.

Step 8: Present the findings in an extended writing activity.

WEEK 40

FORMAL ASSESSMENT TASK 6: Examination

- The examination should be on the work covered during the last 10 weeks of the year.
- It should be a 50 mark assessment task.
- It must count a minimum of 50 marks.
- Use a variety of question techniques:
 - Source-based questions
 - Basic questions such as “In what year did...?”
 - Questions highlighting similarity and difference
 - Questions on cause and effect, as well as higher-order questions.

Step 1: Give clear instructions.

Step 2: The test must consist of the following:

- Knowledge-questions on topics covered in the last term.
- Sources must be included in the test, e.g. written sources, pictures, photographs. (See Weeks 2 and 3.)
- An extended writing piece consisting of 5 to 10 sentences based on the sources provided.
- Minimum mark allocation: 35 marks for the source work and 15 marks for the extended writing.

Step 3: Remember that tests should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 4: Tests should have a range of questions that assess skills and levels of cognitive understanding, and not be based on simple recall.

Step 5: Use short-answer questions for a maximum of 40% of the test, e.g. name, list, identify, classify.

Step 6: Some questions require an alternative response, e.g. Give a reason for your answer.

Step 7: Testing of concepts should be based on sources.

Step 8: Use sources to ask for longer responses that test cognitive skills e.g. appraise, analyse, classify, compare, contrast.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase) pp25 – 30.

Step 1: Give clear instructions.

Step 2: Remember that examinations should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 3: Tests should have a range of questions that assess skills and levels of cognitive understanding, and not be based on simple recall.

Resources: Assessment Guidelines for Social Sciences